Water Cycle Intro.

Student standards: creating models, manipulating materials, observing & predicting

Teacher standard: 3C engage students in learning

**Vocabulary**: water cycle, evaporation, condensation, hypothesis

**Questioning:** (purpose-get students thinking about water, where it comes from, clouds and other aspects involved in cycle) Have students talk amongst themselves; do you agree with your friends’ answer (why/why not?)

1. What do plants need? (Recap, refer back to what humans need if students have difficulty with recall)

2. What are clouds made of?

3. Where does water come from?

Teacher or para will note student responses on chart paper

Teacher will announce students will begin learning about how the water cycle works and connecting it to their plant unit. Students will be conducting an experiment to illustrate evaporation and condensation in a mixing bowl inside the classroom.

**Experiment:**

1st step: list your materials

-bowl

-mug of water

-microwave

-plastic wrap (students may not know what it is called; may refer to it just as plastic; *teach this vocabulary*)

\*Teacher/para writes materials on chart paper as students identify

2nd step: put experimental bowl together

-have a helper (with para) heat up water in microwave

-pour water into bowl

-**dry** mug-explain to students we want the mug dry so we know we are starting off the experiment with a dry starting point

-place mug into bowl of warm water-face up

-cover bowl and mug with 1 piece of plastic wrap

3rd step: hypothesis

\*new vocabulary! Practice saying the word 3 times; have students guess the meaning

*A guess for the outcome of an experiment; what do you think will happen?*

**Record student hypotheses onto chart paper to post on science wall**

Wrap up/Extension: Brain Pop Jr. video clip of water cycle and/or video clip on water cycle illustration (gauge student interest and attention span)

https://www.brainpop.com/science/earthsystem/watercycle/

*Accommodations:*

-use spinner to choose helpers/question answerers

-have students seated on the rug v.s. on a chair depending on attention span

\*Students may come in and out of the room depending upon services during that period; recap what’s happening in the room if need be when students arrive to the lesson

Follow up: Students will observe changes in the water cycle experiment the following day. Water should have evaporated and condensed at the top of the plastic wrap. Water should fall down into (precipitate) the mixing bowl to show the completion of the cycle.

Assessment: principal has requested continuous questioning as a form of assessment with my students. Students will also complete water cycle diagrams, such as the one below, as a summative assessment by the end of the week.

